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ABSTRACT

These seven projects comprise the reading and language arts section of a report on Elementary Secondary Education Act Title IV programs for the state of Illinois. Complete descriptions are furnished for the following: a multi-text, individualized reading skills program for grades four through eight; a reading program which stresses phonetic and sight vocabulary for students two or more grade levels below "normal"; the Pegasus reading project, a curriculum structure consisting of performance objectives and corresponding diagnostic instruments on 17 sequential reading levels for students in kindergarten through grade twelve; a remedial program for children testing in the lowest quartile in reading and mathematics; oral language skills study for grades one through five; a junior high reading laboratory designed to raise student reading achievement 25%; and a secondary reading program created to promote vocabulary growth and reading comprehension in vocational studies. (MAI)

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# READING/LANGUAGE ARTS

CS003 925

State Board of Education
Joseph M. Cronin
State Superintendentof Education
Title IV, ESEA
Illinois Office of Education

# Four-Dimensional Reading Program

*Contact Person:* Mrs. Marty Carr or Dr. Allan Dornseif

*Address:* Matteson School District 162
Reading Service Center
21244 Illinois Street
Matteson, Illinois 60443
Phone: 312/748-0100

**Description**

The *Matteson 4-D Reading Program* is a multi-text individualized skills developmental program for use in grades 4 through 8. The goal of the program is that each student will reach a level in the reading skills sequence commensurate with his or her reading expectancy level. The program develops basic skills that students need in order to read critically, purposefully, and appreciatively and teaches them to use reading as a tool for learning.

Students progress through a series of individualized learning packages covering 108 behavioral objectives, omitting the skills they have already mastered. Criterion-referenced tests provide the teacher and student with specific knowledge of the skills the student has learned and specific knowledge of the skills that are appropriate for instruction. A management system consisting of class record sheets and individual pupil progress charts shows the student's growth in reading.

**Target Audience**

This is a basic developmental reading program for students in grades 4-8. Individual third graders may be ready to begin the program. Individualized work on the reading skills is not meant to be the complete reading program. It is to be used approximately 40-60% of the time that students spend in reading activities.

**Materials Used**

Materials include: *Learning Activity Packages* in seven levels of readability which refer to *Commercial Reading Texts* available from publishers. *Criterion-referenced Tests* are used to determine mastery of each objective. A *Management System* consists of a teacher's guide, individual and class record sheets.

**Financial Requirements**

Start-up costs will depend upon resources already available in districts, averaging about $5.00 per pupil. Annual maintenance costs average $3.00 per pupil. The *4-D* materials costs: Set of Learning Packages–$25.00, set of Criterion tests–$10.00, Teacher Guide–$2.00. All project materials may be duplicated by the school. No additional staff is necessary. An adopter district will be furnished with Learning Packages, Criterion-reference Tests, and some commercial texts necessary to implement the program. There are funds available for minimal start-up costs for adopter districts.

### Program Evaluation

After three years in the project 80% of students in 6th grade using the program were at or above their reading expectancy while 41% of students not using the program were at or above their expectancy level. Students in the program made mean achievement gains of .57 over expectancy while control students had a mean loss of .05 over expectancy.

## ADOPTION CRITERIA

### General Criteria

Administrators and teachers must be involved in the decision to adopt. The adopter district must demonstrate a need for the program and that the teachers have a positive attitude toward program adoption. Potential adopters must attend a demonstration of the program or provide for a demonstration at their site.

A mutual adoption agreement will be signed by the producer school district and the adopter school district prior to adoption activities beginning.

### Nonpublic School Participation

Nonpublic schools must be offered the opportunity to participate in adoption activities. In order to assure this opportunity, a completed Nonpublic School Verification and Involvement Form must be attached to each adoption agreement.

### Staffing

The program is implemented by classroom teachers. The building principal must go through the training program with teachers to provide qualified program management.

### Facilities

No facilities or equipment are necessary beyond those ordinarily found in a school.

### Training

Training must be held prior to program implementation. The principal and selected teachers from the school are trained in program operation and management. These people become resource trainers for their school. Training can be scheduled for one to two days depending on the background and needs of the adopting school. Project staff will provide follow-up consultation to adopters.

## ADOPTION SERVICES

### Training Materials

All project materials are used in training to acquaint adopters with use. If needed, adopters may work in project schools with trained teachers to better apply the materials.

### Demonstration/Visitation

Demonstrations and visitations are held at Matteson two Fridays a month. A project staff member may be available to give demonstrations for potential adopters at their site.

### Training Capability

Funds are available to handle 25 adopter districts for the 1977-78 school year.

# Learning to Read by Reading

*Contact Person:* Mr. Craig Glenn

*Address:* Clinton High School
Highway #54 West
Clinton, Illinois 61727
Phone: 217/935-8337

**Description**

The goals of the Learning to Read by Reading project are to identify students reading two or more grade levels below "normal" and to attempt to overcome this reading deficiency through the use of "Learning to Read by Reading" materials and other supplemental materials of high interest. The program stresses both phonetic and sight vocabulary development. The "read along" materials and "reading with symbols" technique raises reading grade placement, motivates students to learn, improves their self-image and helps create a comfortable learning environment.

**Target Audience**

Any student from grades 6 to 12 with a reading skills deficiency should find this project beneficial.

**Materials Used**

The "Learn to Read by Reading" materials (large print with many symbols progressing to a regular print with very fine symbols, "read along" books, radio plays, filmstrips, and movies) constitute the basic lab. Supplemental materials include professionally done "read along" books, SRA labs, paperbacks, and T-Matic materials.

**Financial Requirements**

Adopting districts will be expected to make staff available for in-service training and for staff to run a communication skills lab separate from other classes. Adopters will also be expected to provide tape players and other equipment as needed.

Funds are available to provide reading material not presently available in adopting districts. Funds are also available for substitute pay for visiting the project and for providing in-service training to adopting districts. Funds are available for other minimal start-up costs.

**Program Evaluation**

Based on pre- and post-testing total reading scores were computed and average grade level improvement was calculated. Test results show an average increase in reading level of 2.29 years. In actual grade levels this was an increase from grade 4.36 to grade 6.65 (target "group" averages). These average results are well beyond the .01 level of significance ($Z=6.31$). In addition to the aforementioned data, teacher opinion points to improved attitudes in many target students.

The program was developed and nationally validated in Jamestown, California. The Clinton Community Unit School District #15 initially adopted/adapted the program in School Year 1976-77.

## ADOPTION CRITERIA

### General Criteria

Potential adopter districts should:

show test data indicating that reading below grade level is a problem at grade levels 7 through 12.

A mutual adoption agreement will be signed by the producer school district and the adopter school district prior to the beginning of adoption activities.

### Nonpublic School Participation

Nonpublic schools must be offered the opportunity to participate in adoption activities. In order to assure this opportunity, a completed Nonpublic School Verification and Involvement Form must be attached to each adoption agreement.

### Staffing

Staffing consists of one teacher and one teacher aide for each 10-15 students per class period.

### Facilities

Standard classroom(s) with adequate space to divide into specialized areas for small learning groups, storage of materials and individual study. One cassette player per student or similar lab capabilities are necessary.

### Training

Teachers must be available for in-service at a negotiated site. The project director will make at least one visit to each adoption site for consultation and evaluation.

## ADOPTION SERVICES

### Training Materials

Clinton High School will provide all materials necessary.

### Demonstration/Visitation

All adopters will be asked to attend a two-day orientation workshop at the Communication Skills Lab in Clinton. Written material describing and explaining the project is available and will be provided to interested schools. The project director will visit schools if necessary.

### Training Capability

A maximum of 15 adopters can be trained during the School Year 1977-78. Expenses for the training session are underwritten by Title IV, ESEA, Part C through the Clinton project. Place of training is Clinton Community High School, Highway #54 West, Clinton, Illinois 61727.

# PEGASUS Reading Project

*Contact Person:* Mrs. Cheryl Hendress

*Address:* Educational Service Region
Bureau County Courthouse
Princeton, Illinois 61356
Phone: 815/875-1529

**Description**

PEGASUS meets students' reading needs in a personalized program implemented through staff involvement in in-service training. The PEGASUS curriculum structure consists of performance objectives and corresponding diagnostic instruments on 17 sequential reading levels for K-12 students.

After diagnosis, students are grouped and sub-grouped according to established needs. A graphic chart is used to track each student's progress at a given level.

A resource file of Lesson Plans (organized for fast, average, and slower achieving students) is coded to the PEGASUS objectives. Also, learning activities are developed, coded, and shared by teachers in in-service sessions.

Instruction is personalized and teachers use a variety of approaches to teach reading skills. No one teaching approach is either recommended or required. Teachers continue using any methods they have found successful. PEGASUS utilizes the materials and readers presently found in the classroom.

The program is offered for diagnosing student needs, selecting appropriate materials, and assessing student gains. PEGASUS aids regular classroom teachers in organizing instruction for reading and subject areas.

**Target Audience**

Kindergarten through grade 12; all ability levels. Children should speak English.

**Materials Used**

Adopting schools will be given permission to reproduce copyrighted materials. For all 17 levels, a Master Volume contains objectives and skills check sheets, teacher guide and key; diagnostic instrument; and answer sheets for levels 9-16.

**Financial Requirement**

Commitment to program must be made by a local school district, a cooperative, or an Educational Service Region office. Funds are available for minimal start-up costs for adopter districts.

**Program Evaluation**

Attainment of project objectives was assessed through a Comprehensive Evaluation Design. In addition to meeting core criteria, the project met a large number of expected nonlinear-based objectives. The project was validated over a three-year period in schools with more than 1,000 pupils at the original Tuscaloosa, Alabama site.

The Bureau County adoption has been in operation two years in 20 attendance centers. Gains of the experimental group have exceeded the .05 significance

## ADOPTION CRITERIA

### General Criteria

Potential adopters must show evidence that an educational need for the program exists, that instructional personnel implementing the adoption will be involved in the decision to adopt, and that administrative commitment will be demonstrated through an investment of human, physical, and financial resources necessary to sustain the program.

A mutual adoption agreement will be signed by the producer district and the adopter school district prior to the beginning of adoption activities.

### Nonpublic School Participation

Nonpublic schools must be offered the opportunity to participate in adoption activities. In order to assure this opportunity, a completed Nonpublic School Verification and Involvement Form must be attached to each adoption agreement.

### Staffing

The program is implemented by classroom teachers rather than by special reading teachers. Although some specialized support is needed, this help can be provided by instruction-oriented building principals, supervisors or key teachers already employed. In-service training and follow-up support to adopting schools is offered by *PEGASUS* staff and key teachers who are using *PEGASUS* in Bureau County.

### Facilities

Facilities and space found in any typical school will be adequate; spacing requirements for small-group and individual instruction can be worked out in regular classrooms and other locations within a school. No additional instructional equipment is needed.

### Training

Some adopter staff training is considered necessary both prior to and during implementation. Three workshops are offered by *PEGASUS* diffusion staff prior to implementation. During each operational year, diffusion staff will conduct workshops, seminars, and in-service sessions. Adopter sites are expected to schedule released time on a regular basis for staff development.

## ADOPTION SERVICES

### Training Materials

Various brochures, in-depth descriptive reports, and portfolios of specimen materials developed for workshop background study may be requested at no charge to potential adopters.

### Demonstration/Visitation

Demonstrations/visitations are scheduled frequently at *PEGASUS* schools in Bureau County. Contact the producer for the schedule.

**Training Capability**

Training is available for adopters on a 2 and 1/2 day basis or according to district or area needs. Contact the producer project for further information.

# Catch-Up

*Contact Person:* Mr. Joe Draper

*Address:* Oak Grove School
Wayne City Community Unit 100
Wayne City, Illinois 62895
Phone: 618/736-2495 or 618/648-2293

**Description**

*Project Catch-Up* is a laboratory program designed to improve the skills of children who test in the lowest quartile in reading and mathematics by providing remedial instruction. For each child laboratory staff members and classroom teachers together identify specific needs that are met with individualized instruction in the laboratory, utilizing a variety of instructional materials.

Teachers identify student needs by means of criterion-referenced testing. They select materials and methods to meet the needs from a wide variety of resources available in the laboratory. Each child experiences success and moves toward the acquisition of more difficult skills armed with increased confidence.

**Target Audience**

Low achievers, grades 1-8.

**Materials Used**

A wide variety of highly motivational materials and equipment are available in the lab to provide alternatives in learning for each skill a child needs to learn. A core of commercial materials is made available from the onset of training. They range from programmed workbooks and criterion-referenced tests by Cyclo-Teachers, Computer-Tutors, and card games. However, it has been found that results can be achieved with limited resources if a diagnostic-prescriptive method is used in a success-oriented environment.

**Financial Requirements**

Space, personnel, and material are specified in Title I guidelines. This proejct qualifies for Title I funding.

Funds are available for minimal start-up costs for adopter districts.

**Program Evaluation**

The student at each grade level in the original program had consistently progressed at the rate of 1.5 in reading skills for each month spent in the program. This rate of gain has been reached nearly the same in the acquisition of math skills according to pre- and post-testing results. This year's results are expected to be equal and in some areas better than previous years.

The program was developed and nationally validated in Newport Beach, California. The Wayne City District #100 initially adopted/adapted the program in School Year 1974-75.

## ADOPTION CRITERIA

### General Criteria

The producer staff is seeking adopter districts that have:

A need for the program
An administration interested in trying new approaches to remedial education
A staff dedicated to a positive approach to working with children
A school able to devote space, either a classroom or another specific area, to a laboratory
A district willing to devote at least minimal funds to a new project
A staff undisturbed by the concept of accountability

### Nonpublic School Participation

Nonpublic schools must be offered the opportunity to participate in adoption activities. In order to assure this opportunity, a completed Nonpublic School Verification and Involvement Form must be attached to each agreement.

### Staffing

Staff members, including at least one part-time professional teacher and one instructional assistant, are needed to staff the laboratory.

### Facilities

A laboratory is needed which can be either a classroom or a small but separate area. Minimum equipment is necessary to begin the program but a list of desirable items is available.

### Training

Study of the awareness and training manual is essential and one visit by two representatives to a *Project Catch-Up* lab is desirable.

## ADOPTION SERVICES

### Training Materials

A Project Information Package includes: project philosophy, pre-service in-service, student selection, testing, lab management guide, criterion-reference instruction, staff relationship guide, and instructional materials and equipment manual.

### Demonstration Visitation

A two-day schedule is recommended.

### Training Capability

Includes a demonstration site visit and consultation at adopting site.

# Teaching Activities for Language Knowledge (T.A.L.K.)

*Contact Person:* Mrs. Charlotte Hoffman

*Address:* Rockford Public Schools
Muldoon Center
121 Stanley Street
Rockford, Illinois 61102
Phone: 315/968-0871 Ext. 387

**Description**

The purpose of the T.A.L.K. program is to improve oral language skills of children in kindergarten through fifth grades in schools where there appears to be a need. This is done through the intervention of a language specialist who teaches 30-minute oral language lessons twice each week in entire classrooms. The participating classroom teacher must meet the following three requirements:

To remain in the classroom during lessons demonstrated by the language specialist
To teach weekly follow-up oral language lessons that are assigned by the language specialist from the T.A.L.K. lesson manual
To complete a brief evaluation of the T.A.L.K. lessons conducted.

The program curriculum consists of a T.A.L.K. lesson manual that has been developed to include lessons covering such areas as listening skills, grammatical skills, describing and defining personal and social awareness, choral speaking, storytelling, creative dramatics and puppets, and speaking and hearing science.

**Target Audience**

Elementary students, grades kindergarten through fifth.

**Materials Used**

A T.A.L.K. lesson and training manual developed by the program.
A copy of "How You Talk," written by Paul Showers and published by Thomas Y. Crowell Company, New York.
Various materials, tests, books, etc. (Often found in most school districts, but readily available commercially.)

**Financial Requirements**

A full or part-time language specialist must be involved in the adoption. Funds are available for minimal start-up costs for the adopter district.

**Program Evaluation**

Statistically, the T.A.L.K. program has shown that receptive and expressive language of elementary school children can be improved significantly. Such im-

provement is possible throughout the elementary school age range and is not isolated to one school or to the performance of one teacher.

The tests utilized were the *Wechsler Preschool and Primary Scale of Intelligence* vocabulary subtest, the *Wechsler Intelligence Scale for Children* vocabulary subtest (expressive measures) and the *Peabody Picture Vocabulary Test* (a receptive measure.)

## ADOPTION CRITERIA

### General Criteria

The adopting district must provide a speech and language clinician or an elementary teacher with a background in language development or reading. The T.A.L.K. program can be adopted by as few as one language specialist and two classroom teachers in a school district. After the language specialists have been adequately in-serviced and trained in the methods and procedures of the T.A.L.K. program they in turn can train other personnel in the local district. The producer will assist each adopting district in designating an evaluation battery to assess the effectiveness of the program as it is implemented.

A mutual adoption agreement must be signed by the producer school district and the adopter school district prior to the beginning of the adoption activities.

### Nonpublic School Participation

Nonpublic schools must be offered the opportunity to participate in adoption activities. In order to assure this opportunity, a completed Nonpublic School Verification and Involvement Form must be attached to each adoption agreement.

### Staffing

Staffing will depend on the degree of adoption of the T.A.L.K. program by the LEA. T.A.L.K. may be adopted by as few as one part-time language specialist and two existing classroom teachers. This staff can be expanded depending upon the LEA's degree of adoption. The language specialist must be a certified speech and language clinician or an elementary teacher with a background in language development or reading who would act in consultation with a speech and language clinician. A certified psychologist must be available during the pre- and post-testing period.

### Facilities

The physical facilities as well as the instructional equipment may vary depending upon the resources available in the district. It is suggested that the language specialist have office space. The T.A.L.K. program is implemented within the students' own classrooms.

### Training

In-service training, either at the demonstration site or at the adopter district, is designed to fully train the individuals needed to adopt the project.

The producer will provide the following:

A three-day in-service training session

At least one on-site visit of the program in operation at the adopter district's location

Follow-up consultation by letter or phone on a monthly basis.

## ADOPTION SERVICES

**Training Materials**

Slide/tape presentation, descriptive brochures, a training and lesson manual.

**Demonstration/Visitation**

Visitors are welcome to visit the project at any time with approval of the T.A.L.K. Coordinator. Visitation time is adjusted to adopting districts' need for information.

**Training Capability**

Training is conducted at project site or at adopter district. Follow-up monitoring services will be available to all adopting sites.

# Junior High School Reading Laboratory

*Contact Person:* Mrs. Tommie Calhoun or Mrs. Margaret Robinson

*Address:* Urbana Junior High School Reading Laboratory
Urbana Junior High School-Fisher Campus
1201 South Vine Street
Urbana, Illinois 61801
Phone: 217/384-3568

**Description**

The Junior High School Reading Laboratory is a management system for individualized reading instruction. Its objectives are:

To raise a student's reading achievement by at least 25% of the difference between the actual reading achievement level and his or her potential reading level each semester (for example, if a student is reading at the fourth grade level at the beginning of the first semester, and the student's potential level is calculated to be eighth grade, there is a difference of four years; by the end of the first semester that student should be reading at the fifth grade level, showing an increase of one year).

To increase the number of pages a student reads independently by 10% each week (for example, if a student begins with ten pages for the first week of the semester, by the end of that semester he or she will be reading about 50 pages per week).

Each student is given the *Stanford Diagnostic Reading Test*. On the basis of the results of the subtests an individual contract is prepared for each student. This contract is the nucleus of the student's program and tells the student what materials must be used for that contract period. Contracts are issued on a monthly basis. Each week the reading teacher holds an individual conference with every student to monitor progress on the contract and to assess the independent reading program. After the initial contract based upon the results of the Stanford, subsequent contracts are based upon the previous month's work and upon teacher assessment of the student's needs.

**Target Audience**

Grades 6-12.

**Materials Used**

Wide variety of commercially prepared materials.

**Financial Requirement**

Entirely dependent upon the availability of those recommended materials already possessed by the district. Funds are available for minimal start-up costs for adopter districts.

### Program Evaluation

The mean growth in reading achievement for all students in the Junior High School Reading Laboratory has consistently been one year and three months for each year in the LAB. Gains of from three to five years per semester are common. Grades earned by the students in the LAB, based solely on the objectively-scored, commercially-available materials used, are a touchstone of the system; more students earn a grade of "A" than any other grade. Each grading period, about 30% of the students will earn A's; about 25% will earn B's; and another 20% will receive C's. The remainder is about equally divided between D's and E's.

## ADOPTION CRITERIA

### General Criteria

Adequate scheduling of students into the lab must be provided. Most students in the Urbana lab are there for 250 minutes per week.

A mutual adoption agreement will be signed by the producer school district and the adopter school district prior to the beginning of adoption activities.

### Nonpublic School Participation

Nonpublic schools must be offered the opportunity to participate in adoption activities. In order to assure this opportunity, a completed Nonpublic School Verification and Involvement Form must be attached to each adoption agreement.

### Staffing

Staffing consists of one teacher and one teacher aide for each 15-18 students per class period. Reduction of student load to 10-12 is necessary if an aide is unavailable.

### Facilities

Standard classroom(s) with adequate space to divide into specialized areas for small learning groups, storage of materials, and individual study.

### Training

Two teachers will come to an initial two-day training session in Urbana. Once the adopted lab is in operation, the staff of the Junior High School Reading Laboratory is available for follow-up consultation during the first year of operation. A representative of the lab in Urbana will make at least one visit to the adoption site during each semester for consultation and evaluation.

## ADOPTION SERVICES

### Training Material

Copies of all forms used in the operation of the lab are provided upon request. A training manual will be furnished during a two-day training session, usually on a Friday and Saturday.

### Demonstration/Visitation

Orientation to the lab is provided through descriptive brochures, a filmstrip-cassette presentation which may be requested by mail, a slide presentation, or a visit to the Reading Laboratory in Urbana. Visits may be requested on any school day and are made at the expense of the potential adopter. Little advance notice is required.

**Training Capability**

A maximum of 15 adopters can be trained during the school year 1977-78. Expenses for the training session are underwritten by Title IV, ESEA, Part C through the Junior High School Reading Laboratory. Place of training is the Urbana Junior High School-Fisher Campus, 1201 South Vine Street, Urbana, Illinois 61801.

# Vocational Reading Power Project

*Contact Person:* Dr. Richard Boyer or Ms. Mary Ann Swanson

*Address:* Evanston Township High School
1600 Dodge Avenue
Evanston, Illinois 60204

**Description**

To meet the objectives of secondary, post-secondary, commerce and industry and to further implement the national goal "of creating a bridge between school and earning a living," this project recognizes the urgent need to augment the vocational skill training with a realistic program to develop increased reading power in the areas of:

Development of vocabulary growth in all vocational studies.
Development of increased reading comprehension in vocational studies.
Development of spelling, flexibility in reading rate, problem solving, and topic development for vocational students.

The Vocational Reading Power Project program provides the basis for implementing an effective, realistic and productive reading program for the multicultural/vocational population through the following:

Provides instructors with the knowledge, information, selectivity and skills in the selection, utilization and evaluation of text materials and reading related activities.
Minimizes or eliminates the communication/learning gap arising from differences in student reading abilities and text-reading demands in vocational education.
Provides practical assessment instruments for determining needs and providing proper remediation for individual reading improvement.

**Target Audience**

Teachers of secondary school students in vocational subject areas.

**Materials Used**

Reading Comprehension Assessment Modules
Wide Range Reading Tests
Occupational Specific Key Word Glossaries
Readability Analysis
Teacher Survey
Vocational Instructional Materials

**Financial Requirement**

Vocational Reading Power Project can be implemented at little or no cost to adopting district. Teacher in-service and student materials are supplied by the producer. Funds are available for minimal start-up costs for adopter districts.

**Program Evaluation**

Evaluation data indicate that students in classrooms of participating teachers showed significant improvement in rate of reading comprehension than did students of control group.

The program was developed and nationally validated in Pontiac, Michigan. The Evanston District #202 initially adopted/adapted the program in school year 1976-77.

## ADOPTION CRITERIA

**General Criteria**

Potential adopter districts should have established a need for improvement of skills of teachers in teaching reading in vocational areas. A mutual adoption agreement will be signed by the producer school district and the adopter school district prior to adoption activities beginning.

**Nonpublic School Participation**

Nonpublic schools must be offered the opportunity to participate in adoption activities. In order to assure this opportunity, a completed Nonpublic School Verification and Involvement Form must be attached to each adoption agreement.

**Staffing**

The program is implemented by classroom teachers in the vocational subject areas. Release time for teachers to attend in-service training is essential to program success.

**Facilities**

No special facilities are required. Space in library media center helpful to making training materials available.

**Training**

The training consists of a two-day program conducted at a site mutually agreeable to the adopting district and the Vocational Reading Power Project. Producer will supply materials for workshop and classroom activities.

## ADOPTION SERVICES

**Training Materials**

Awareness level brochures, in-depth descriptive brochures, in-service teacher training packet, and RCA Modules.

**Demonstration/Visitation**

Personnel from potential adopter districts wishing to observe Vocational Reading Power Program in operation may arrange to visit the project site for orientation demonstration at a mutually agreeable time.

**Training Capability**

In-service training workshops and consultant services will be provided at the adopter sites on mutual agreeable dates. Follow-up visitations will be available to all adopting districts. A maximum of ten adopting districts will be serviced.